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ABSTRACT

This book, part of the Frontiers in Education series from the State University of New York, depicts community colleges as "cultural texts," addressing the question of whether, and how, community colleges confront the challenges of diversity and provide equal opportunities for upward mobility. Its ten chapters include: (1) "Community Colleges as Cultural Texts: A Conceptual Overview" (Kathleen M. Shaw, Robert A. Rhoads, and James R. Valadez); (2) "Cultures of Support for At-Risk Students: The Role of Social and Emotional Capital in the Educational Experiences of Women" (Dennis McGrath and William Van Buskirk); (3) "The Struggle for Mobility in the Contact Zone of Basic Writing" (Stanford T. Goto); (4) "Navigating the Raging River: Reconciling Issues of Identity, Inclusion, and Administrative Practice" (Marilyn J. Amey); (5) "Preparing for Work in a Post-Industrial World: Resistance and Compliance to the Ideological Messages of a Community College" (James R. Valadez); (6) "The Politics of Culture and Identity: Contrasting Images of Multiculturalism and Monoculturalism" (Robert A. Rhoads); (7) "'Be a Name, Not a Number': The Role of Cultural and Social Capital in the Transfer Process" (Armando Trujillo and Eusebio Diaz); (8) "Defining the Self: Constructions of Identity in Community College Students" (Kathleen M. Shaw); (9) "Celebratory Socialization of Culturally Diverse Students Through Academic Programs and Support Services" (Berta Vigil Laden); and (10) "Toward a New Vision of the Multicultural Community College for the Next Century" (Laura I. Rendon). (Contains descriptions of contributors and an index.) (EMH)

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